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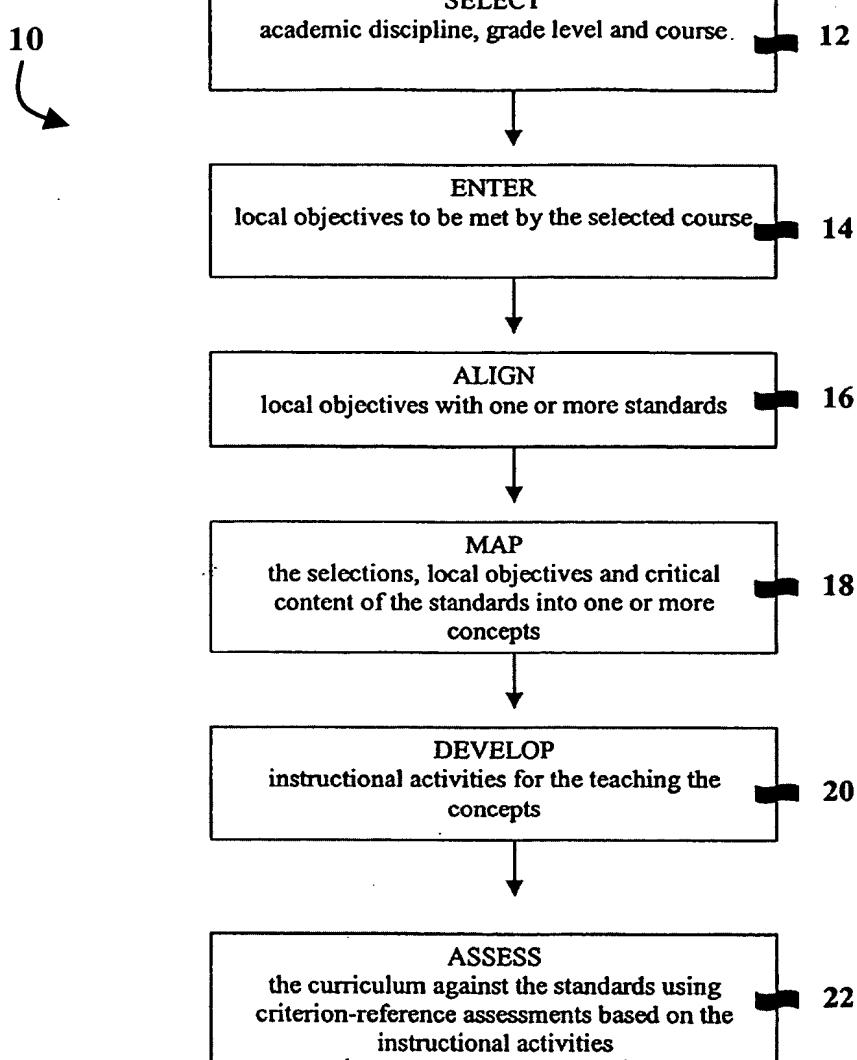
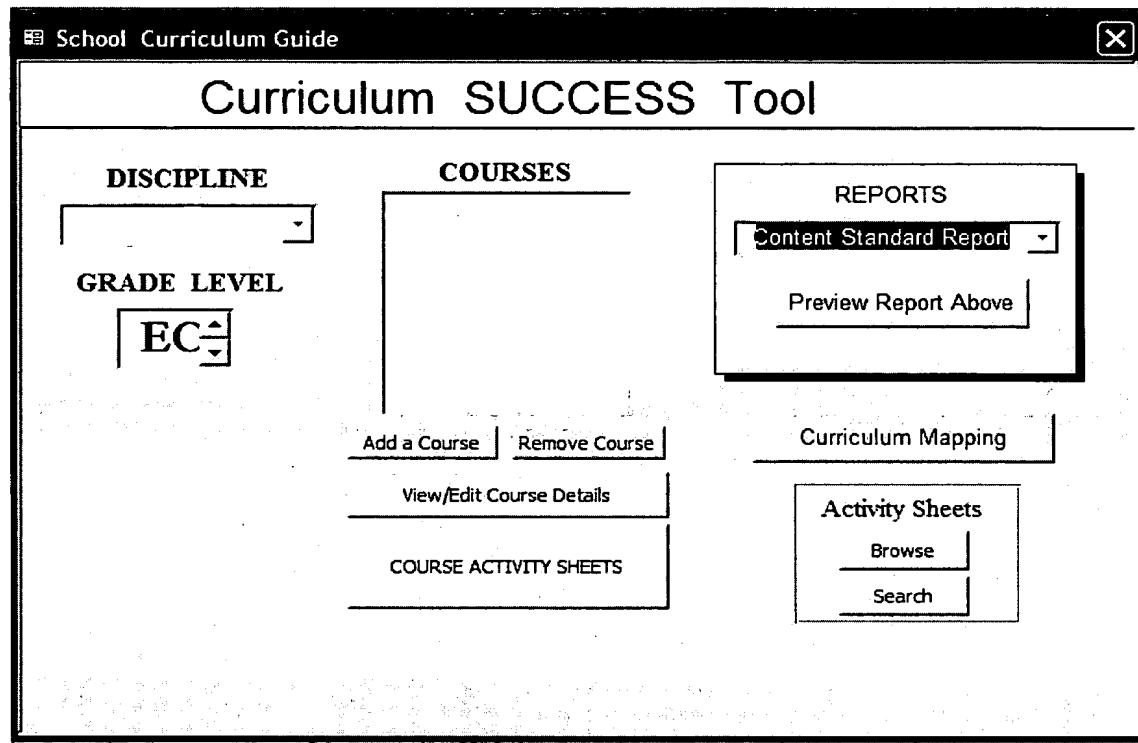


Fig. 1



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Fig. 2

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<input type="checkbox"/> Course Profile <input type="checkbox"/> Grade Level <input type="checkbox"/> Course Title <input type="checkbox"/> K <input type="checkbox"/> First Grade Math <input type="checkbox"/> Rationale <input type="checkbox"/> Reason 1 <input type="checkbox"/> Description <input type="checkbox"/> Description 1		<input type="checkbox"/> National Standard <input type="checkbox"/> 13 <input type="checkbox"/> National Standard <input type="checkbox"/> Descriptor <input type="checkbox"/> Sample Indicators of Success <input type="checkbox"/> Code: _____ Add   Remove   Close															
<table border="1"> <tr> <td colspan="2"> <input type="checkbox"/> Description  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Goals For Graduation  <input type="checkbox"/> Goals 1         </td> <td colspan="2"> <input type="checkbox"/> Essential Learning (Local Objectives)  <p>1. The student/s will acquire the knowledge and skills necessary to perform music and communicate through the arts  <input type="checkbox"/> Standards 1, 2, 5, 6, 7</p> </td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> National Standards  <input type="checkbox"/> 1.2.B  <input type="checkbox"/> Add New Alignment  <input type="checkbox"/> View/Remove         </td> <td> <input type="checkbox"/> State Standards  <input type="checkbox"/> Content  <input type="checkbox"/> Add   Remove  <input type="checkbox"/> Add   Remove  <input type="checkbox"/> Add   Remove         </td> <td> <input type="checkbox"/> Grade Level Expectations  <input type="checkbox"/> Process  <input type="checkbox"/> Add   Remove  <input type="checkbox"/> Add   Remove  <input type="checkbox"/> Add   Remove         </td> </tr> <tr> <td colspan="4"> <input type="checkbox"/> Course Grade Level Expectations  <table border="1"> <tr> <td> <input type="checkbox"/> STRAND  <input type="checkbox"/> STRAND DESCRIPTOR  <input type="checkbox"/> STRAND CONCEPT  <input type="checkbox"/> GRADE LEVEL OBJECTIVE/EXPECTATION         </td> <td> <input type="checkbox"/> Add   Remove  <input type="checkbox"/> Add   Remove  <input type="checkbox"/> Add   Remove         </td> </tr> </table> </td> </tr> </table>				<input type="checkbox"/> Description <input type="checkbox"/> Mathematics <input type="checkbox"/> Goals For Graduation <input type="checkbox"/> Goals 1		<input type="checkbox"/> Essential Learning (Local Objectives) <p>1. The student/s will acquire the knowledge and skills necessary to perform music and communicate through the arts  <input type="checkbox"/> Standards 1, 2, 5, 6, 7</p>		<input type="checkbox"/> National Standards <input type="checkbox"/> 1.2.B <input type="checkbox"/> Add New Alignment <input type="checkbox"/> View/Remove		<input type="checkbox"/> State Standards <input type="checkbox"/> Content <input type="checkbox"/> Add   Remove <input type="checkbox"/> Add   Remove <input type="checkbox"/> Add   Remove	<input type="checkbox"/> Grade Level Expectations <input type="checkbox"/> Process <input type="checkbox"/> Add   Remove <input type="checkbox"/> Add   Remove <input type="checkbox"/> Add   Remove	<input type="checkbox"/> Course Grade Level Expectations <table border="1"> <tr> <td> <input type="checkbox"/> STRAND  <input type="checkbox"/> STRAND DESCRIPTOR  <input type="checkbox"/> STRAND CONCEPT  <input type="checkbox"/> GRADE LEVEL OBJECTIVE/EXPECTATION         </td> <td> <input type="checkbox"/> Add   Remove  <input type="checkbox"/> Add   Remove  <input type="checkbox"/> Add   Remove         </td> </tr> </table>				<input type="checkbox"/> STRAND <input type="checkbox"/> STRAND DESCRIPTOR <input type="checkbox"/> STRAND CONCEPT <input type="checkbox"/> GRADE LEVEL OBJECTIVE/EXPECTATION	<input type="checkbox"/> Add   Remove <input type="checkbox"/> Add   Remove <input type="checkbox"/> Add   Remove
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Fig. 3



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Lesson Scenario:		ACTIVITY WORKSHEET	
Grade Level	Course Title	Contributors	Street Number
3		Aurelia Hartenberger	
Discipline		Must - 3rd Grade	
Fine Arts - Music		Course Title: <b>Allegro</b>	
Grade Level		Course: <b>Allegro</b>	
Objective:		Grade: <b>Allegro</b>	
Grade Level		State Standard:	
Objective:		National Standard: <b>Allegro</b>	
1. The student will <b>explore</b> the knowledge and skills necessary to perform music and communicate through the arts Standards 1,2,3, 6,7		Course Title: <b>Allegro</b>	
<b>ESSENTIAL LEARNING (Local Objective)</b>		Course: <b>Allegro</b>	
The student will <b>explore</b> the knowledge and skills necessary to perform music and communicate through the arts Standards 1,2,3, 6,7		Grade: <b>Allegro</b>	
Grade Level		State Standard:	
Objective:		National Standard: <b>Allegro</b>	
<b>TO KNOW</b>		<b>TO DO</b>	
Select "These/Not" <b>Children Songs</b>		Skill Objective The student will be able to ...  Sing a song with expression, using the notated expressive elements of dynamics and tempo.	
CRITICAL CONTENT (Key Factor) The student will know that ...  There are two basic types of dynamics: Gradual and <b>Terse</b>		Curriculum Focus Process Procedure	
VOCABULARY  Crescendo = gradually getting louder Diminuendo = gradually getting softer		Concepts Diagram Process	
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TO UNDERSTAND</b>	
PREPARATION- "The teacher will <b>read</b> the <b>Song</b> "  Ask students to identify those sounds that are loud and soft in the classroom. Demonstrate the effects of loud and soft sounds by playing the piano loud then soft		CONCEPT'S The student will understand that ...  Expression ESSENTIAL QUESTION How is expressive singing created?  ENDURING UNDERSTANDING (Generalization) Singing with various dynamics creates expressive singing	
PRESENTATION- "The teacher will <b>play</b> the <b>Song</b> "  Play music using dynamic levels of soft and loud. Learned the terms "crescendo" and "diminuendo"		Instructional Strategies PCT CL TC	
PRACTICE PROCESS "The teacher will <b>sing</b> "  Select words of importance in the song Speak the words of a song with emphasis on selected words of importance. Then discuss how you could emphasize or draw more attention to one or also add location. i.e. music library, school library, classroom files, etc.		Curriculum Methods Urt. Planning Agments Hierarchy of Instructional Activities Learning Styles Environment of Knowledge	
Resources  List all resources. Please be specific. To help locate resources, you could also add location. i.e. music library, school library, classroom files, etc.		Learning Styles: Auditory	
Materials  List all materials, supplies and equipment needed to teach this lesson.		For example: ISSN www.yankee.com	
Library/Media Center Resource Services  Hyperlink:			

Fig. 4

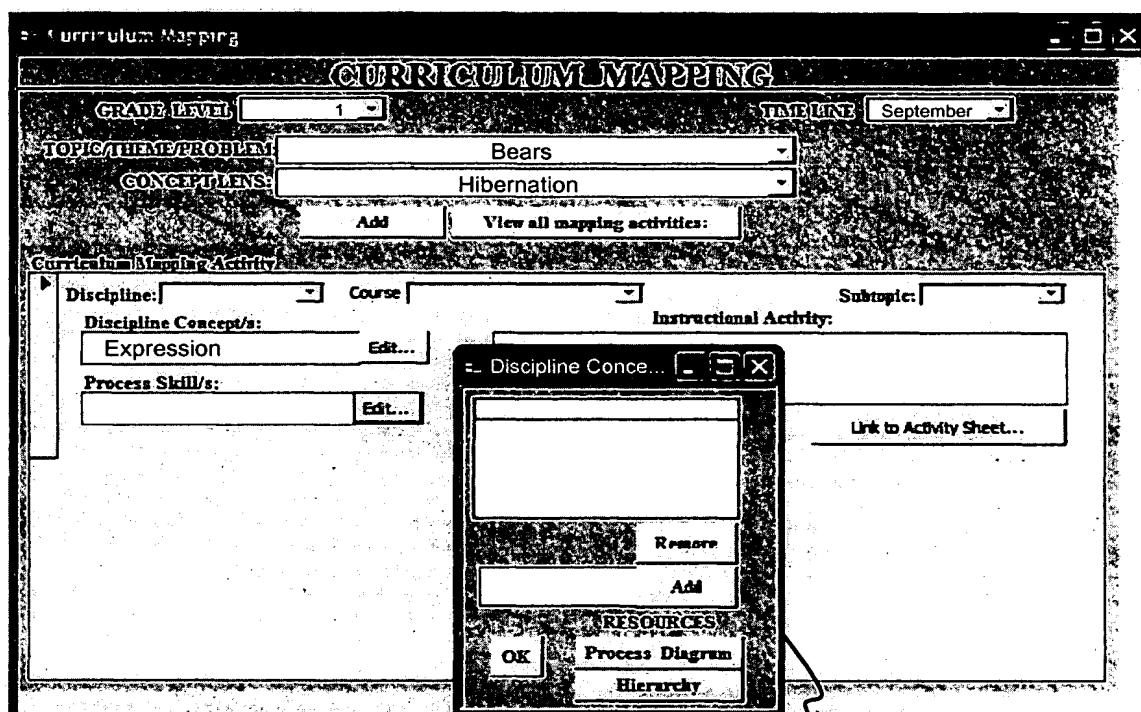
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Title: METHODS AND APPARATUS FOR CURRICULUM PLANNING  
Inventor: Aurelia Hartenberger  
Serial No.: 10/829,517  
Attorney Docket No.: 22153-00001  
Robert E. Slenker; Phone (314) 621-5070

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Fig. 5



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Fig. 6



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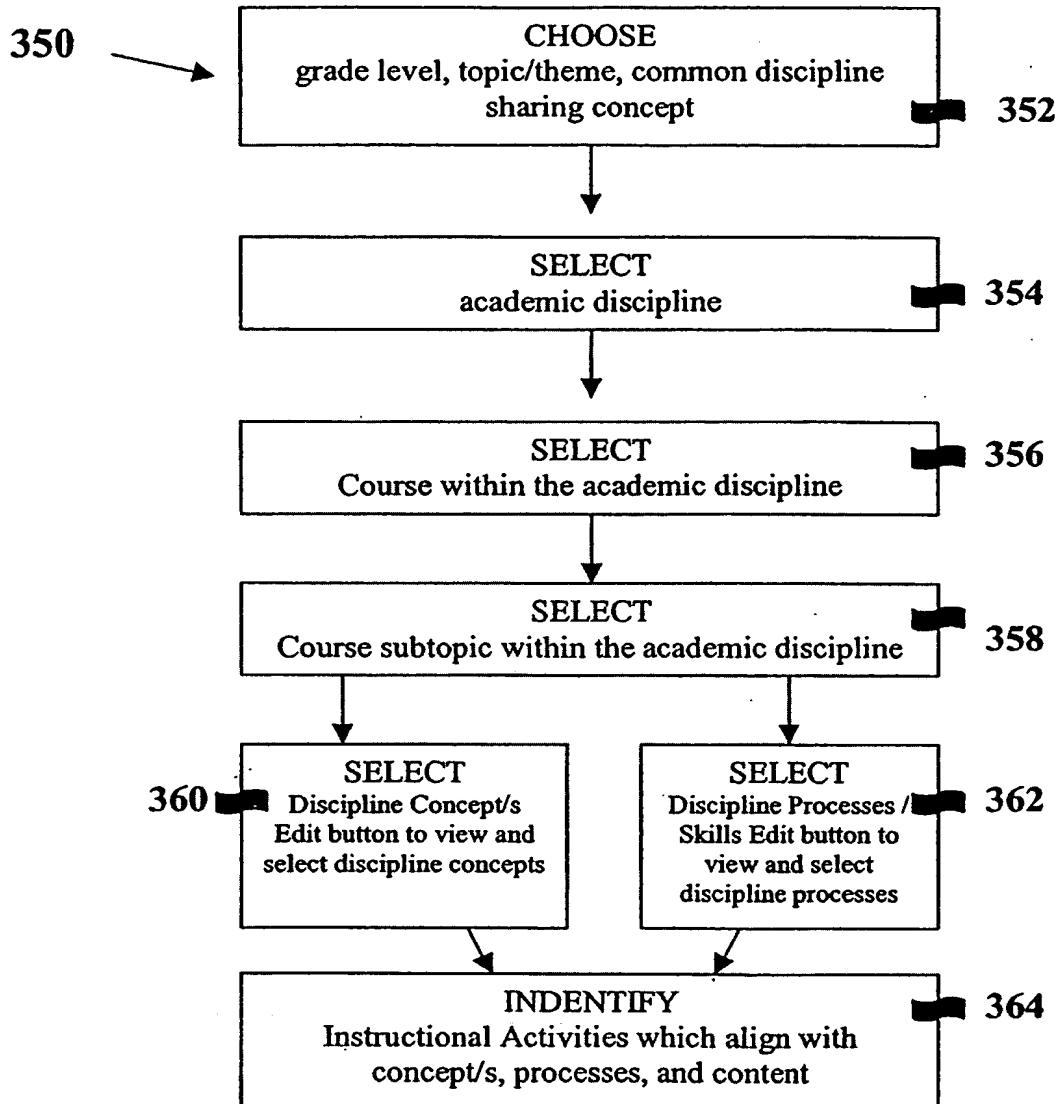


Fig. 7



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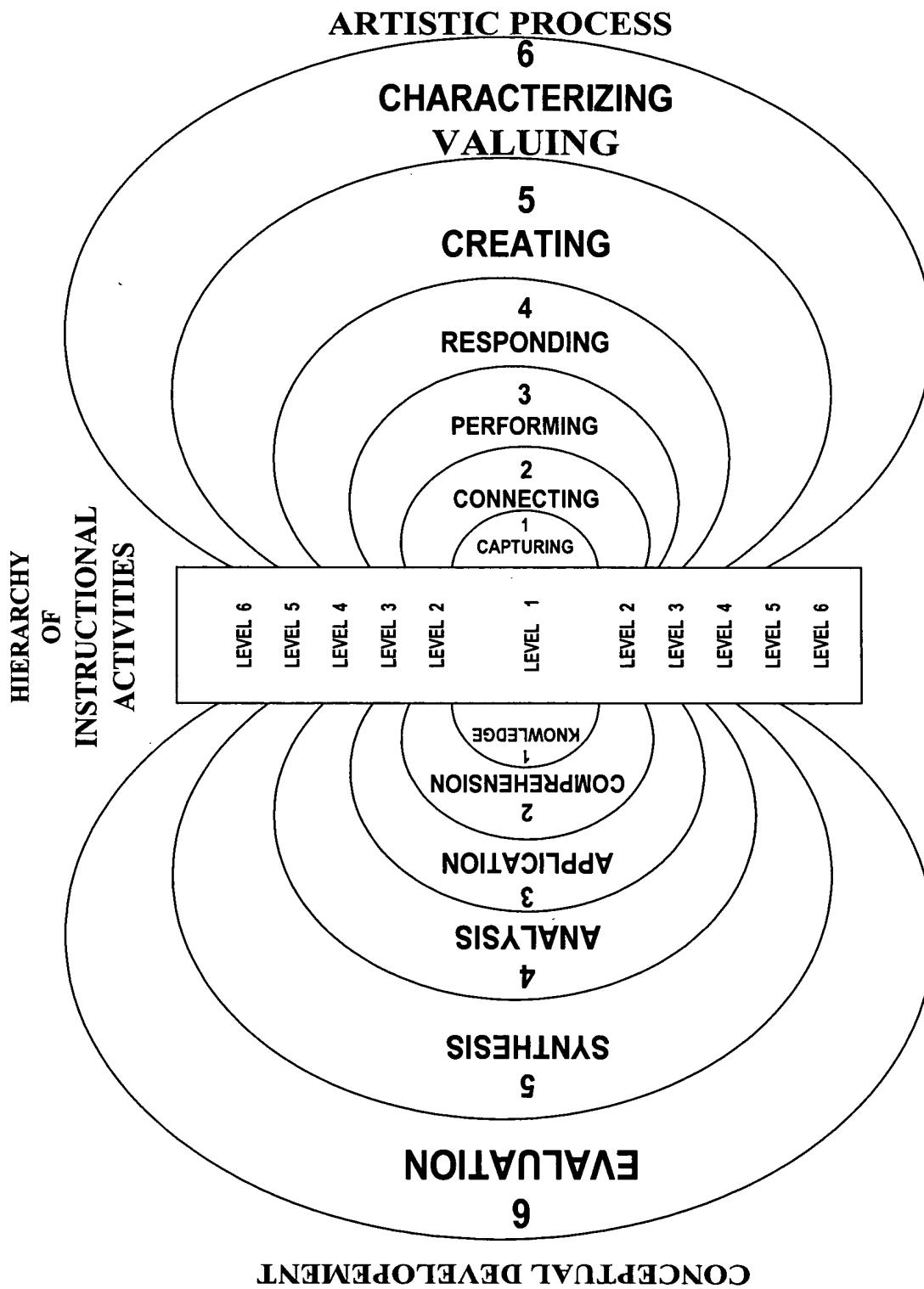


Fig. 8

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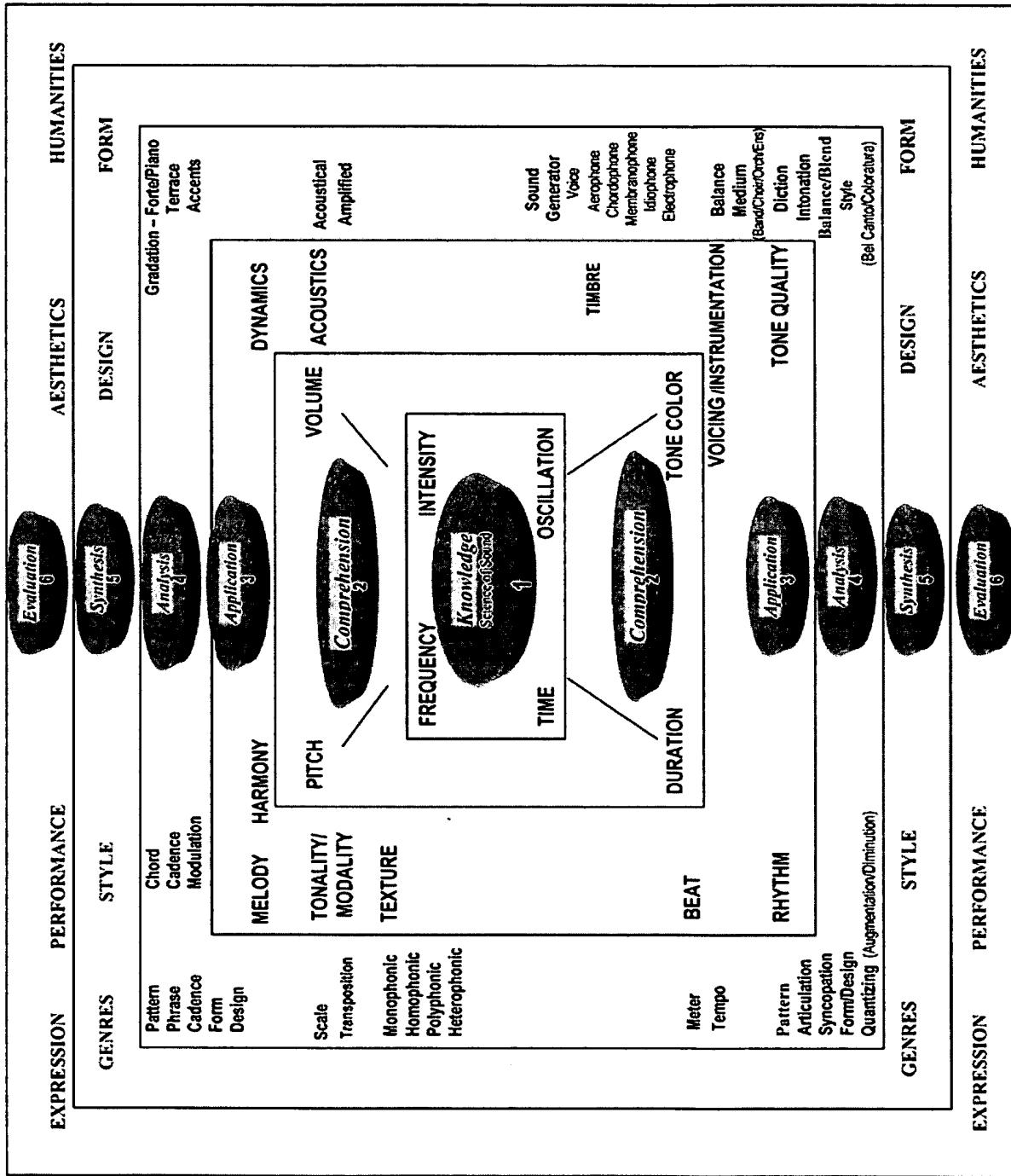


Fig. 9

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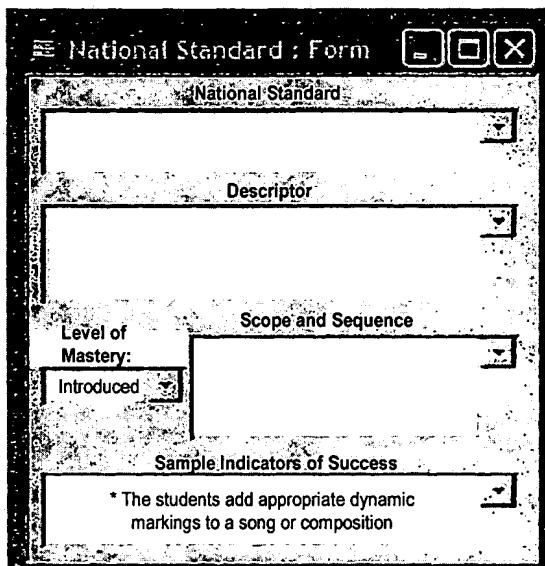


Fig. 10